DOCUMENT RESUME

ED 169 011 SP 014 006

TITLE	Solving Multi-Ethnic Problems (Lakemont High School: A Simulation Game for High School Teachers). Description of Teacher Inservice Education Materials. Summary Information.
INSTITUTION	National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Oct 77
CONTRACT	400-76-0091
NOTE	8p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Classroom Integration; *Inservice Teacher Education; *Instructional Materials; *Learning Modules; *Multicultural Education; *Race Relations; Role Playing; Secondary Schools; Simulation; Student Attitudes; Teacher Attitudes; Validated Programs

ABSTRACT

The learning module described is designed for the use of school personnel who deal with problems considered typical in desegregated and integrated secondary schools. The scope of the material is presented through a modified table of contents from the program director's manual. Activities and resources involved in use of the module are described. Also included are ordering information and a critique of the module. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED169011

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: SOLVING MULTI-ETHNIC PROBLEMS (Lakemont High School: A Simulation Game for High School Teachers)

Publication Date(s): 1970

Intended Users: Preservice and inservice teachers, principals and other administrators interested in facing and solving problems arising in a desegregated school

Grade Level(s): Secondary

Number: Group

Primary Focus: This material is intended to increase understanding and, whenever necessary, to encourage a change in attitude on the part of teachers involved with problems considered typical in desegregated and integrated schools. It deals primarily with the affective climate in the school and the classroom.

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

School subject(s) and/or inservice topic(s) covered:

No specific school subject is addressed here. Rather, realistic situations designed to give participants the opportunity to encounter and deal with lifelike problem-solving experiences are presented. The techniques of simulation and role-playing are used as an inservice training approach.

What participant does in using the materials:

Participants view film or read written problem and respond to questions on the appropriate incident response sheet (this is done individually). Small groups then form and discuss (or role-play) each incident. If groups are quite large, a spokesperson appointed by each smaller group reports to the large body, and a general discussion follows. A presenter/leader then summarizes the learning experience.

Resources: Program components include one 16mm film, a Program Director's Manual, Guidebooks for Leaders of Small Group Discussion, participant handbooks and workbooks, bibliographies, role-play sheets. A group facilitator will be needed to organize the program and, in the case of a large group breaking into smaller groups, a leader must be selected for each group. Equipment needs will include a 16mm film projector, screen, and space large enough to accommodate the group.

Describer critique:

This is basically a good product which, in spite of being somewhat dated and dealing with issues not altogether appropriate for our time, could help develop in users an increased sensitivity to multi-ethnic problems and an ability to approach such problems effectively.

SP014 006

MCE19 human relations - (CM) parental involvement - (CM) discipline - TD (MCE) Black Americans - (MCE) Puerto Ricans - (TS) games/ simulations/role play

1.0 PURPOSES:

Rationale

This program has been designed to give school personnel and prospective teachers an opportunity to confront, and hopefully to solve some of the ethnic problems they might have to face in desegregated or integrated school situations. Participants are encouraged to deal honestly and openly with these problems through frank and meaningful communication, using the role-playing and simulation techniques.

Goals

The goals of this product are to help the participants to pinpoint quickly the real and urgent kinds of problems they may encounter in day-to-day situations, and to promote immediate and meaningful interaction for the purpose of alleviating these problems.

Objectives

The specific objectives of this program are:

1. To increase skills of teachers to recognize and analyze problems associated with integration and desegregation.

2. To increase skills of teachers to recognize and evaluate alternative approaches for constructive action.

3. To sensitize teachers to the feelings, attitudes, ideas and beliefs of people of different backgrounds.

4. To prompt teachers to examine their own beliefs and prejudices and their personal commitments to the goal of equal education for all.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Program components include a 16mm color film, Director's Manual, Guidebooks for Small Group Discussion, participants' handbooks and workbooks. A 16mm film projector will have to be supplied by the program users, as will space for group meetings. Administrative needs will include a group director and group discussion leaders. Each of the eleven problems and activities can be covered in approximately two hours. Therefore, if the total program is used and includes an introduction and summary, about 24 hours training time will be needed.

5.2 Distributor name/address:

Anti-Defamation League
B'nai B'rith
315 Lexington Avenue
New York City, New York 10016

(212) 689-7400
(Publications)

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
SOLVING MULTI-ETHNIC PROBLEMS: LAKEMONT HIGH SCHOOL				
Total package	$318.50	$203/1 week*	1/group	yes
Preview		$15/48 hours**		
1 Program Director's Manual			1/group	yes
5 Guidebooks for Leaders			1/leader	yes
50 Participants' Handbooks			1/participant	yes
50 Participants' Workbooks			1/participant	no
50 bibliographies			1/participant	yes
5 sets of role-play sheets			1/participant	no
Film: "Lakemont High School" (Problems)			1/group	yes

*Rental $35 each additional week
**Rental and preview payments are applicable toward purchase of program.

Supplementary Package: 1 guidebook; 10 each participant handbooks, workbooks and bibliographies; 1 set role-play sheets; can be purchased for $33/package.

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The product was originated and developed by Frederick P. Venditti, Director, Educational Opportunities Planning Center, University of Tennessee. Dr. Venditti has also been a teacher and administrator on the elementary and secondary school levels. He has published many articles in educational journals, and has co-authored a series of handbooks on early childhood education.

6.2 How developed and when:

The simulated problems were developed by asking approximately 500 white and black teachers working in some 30 schools similar to the Lakemont setting to describe in detail some of the problems they had encountered in their desegrated or integrated schools. Many of the responses received pointed to problems arising from racial prejudice or cultural bias. Composites of these problems were developed for inclusion in the filmed and written problems of Lakemont School.

This project, developed at the Educational Opportunities Center, College of Education, University of Tennessee, was funded in part under a USOE grant. The product was designed specifically for inservice teachers in 1970.

6.3 Evidence of effectiveness with users:

While these materials were never field-tested under contracted circumstances, they have been widely used throughout the soutneastern region of the United States - particularly in Tennessee - and in the general service agencies. The fact that practicing teachers continue to request this product after nearly a decade after its release attests to its viability. The developer also indicated the he finds it a useful instructional tool in his university preservice classes.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The scope of this material is presented here through a modified table of contents, from the Program Director's Manual.

I. Background Information

II. How the Game is Played

III.B. Problem Materials - Lakemont High School

Films (problems addressed):

1. "A Spirit Problem"
2. "We Were There"
3. "Volunteer Parents"
4. "Order in the Classroom"
5. "A Matter of Dress"
6. "A Parent Conference"

Written Problems:

7. "A Communication Problem - Negro"
8. "A Communication Problem - Puerto Rican"
9. "An Angry Mother"
10. "Trouble Ahead"
11. "A New Pupil's Problem"

(Most of the problems focus on black/white racial issues; three are directed toward Puerto Rican or Mexican American issues; and two deal with anti-Semitic episodes.)

Sequence

There is no set sequence other than that suggested by the way the incidents are shown on the film. Flexibility and selectivity are built into this program.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Participants are divided into groups of not more than 50 or 60. The whole group views the film, and each individual responds to the questions on the appropriate incident response sheet. The small groups then examine each problem through role-playing and simulation with the help of a discussion leader.

Representatives selected by each small group report to the total group on the conclusions or approaches decided upon. Further discussion may take place, and the large group leader/facilitator gives a summary of the learning experience.

3.2 Help given in use of product:

The Program Director's Manual clearly outlines program requirements and procedures.

The Guidebook for Leaders offers suggestions for additional role-playing and role-reversal possibilities.

A separate bibliography comes with the total program.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There is essentially constant feedback as the program unfolds and the participants discuss each issue. There are no right/wrong answers which can be used as criteria for evaluation, but personal growth can be ascertained in a self-evaluation process.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This resource should adequately enable the participants to achieve its stated purpose of learning to deal more effectively with incidents relating to racial prejudices and cultural bias.

The product is best suited for teachers of secondary schools, but is flexible and adaptable. Preservice teachers can also benefit from its use (See 6.3).

The technical quality of the printed material is excellent. The film (which is in color) is also of reasonably good technical quality.

Content accuracy/social fairness/community acceptance issues:

The problems presented in this program (especially in the film), and the way in which some of them are presented could create antagonism in some viewers by the very fact that basically unacceptable stereotypes are illustrated. Some incidents presented as problems might be considered outdated (e.g., dress code and use of language) and may detract from the effectiveness of the material.

Overall summary/comment:

This is basically a good product which could be used successfully in situations where sensitivity to racial and cultural bias and a desire to solve the ensuing problems are at issue. Some of the situations depicted on the film are outdated, and in some cases, irritating. Nevertheless, these simulations do offer appropriate opportunities to open and frank communication with regard to bias and prejudice, and could prove to be valuable learning experiences.

LB-10/77